DOCUMENT RESUME

ED 236 661 CS 207 936

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TITLE The DeFord Theoretical Orientation to Reading Profile (TORP).
PUB DATE 79
NOTE 12p.; From author's Ph.D. dissertation, Indiana University. For related documents, see CS 207 904-945.
PUB TYPE Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Educational Philosophy; Inservice Teacher Education; Measures (Individuals); Preservice Teacher Education; *Reading Instruction; *Reading Teachers; *Teacher Attitudes; Teaching Methods; *Teaching Styles
IDENTIFIERS *The Research Instruments Project

ABSTRACT

Designed to differentiate preservice and inservice teachers according to their theoretical orientation to reading, the TORP consists of 28 items reflecting practices and beliefs about reading instruction. The items, which require a Likert-type response, fall into three categories: phonics (smaller than word emphasis), skills (whole words with multiple skills for dealing with this unit), and whole language (larger than word segments). The resulting score is a general indicator of the respondent's orientation. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (reading), title, author, date, age range (adult), purpose, and physical characteristics.) (HTH)

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The Deford Theoretical Orientation to Reading Profile (TORP).

The measurement instruments contained in this document have been reviewed in a monograph (cited below) edited by William T. Fagan, Charles Cooper, and Julie Jensen, for The Research Instruments Project (TRIP), and funded by a grant from the Trustees of the NCTE Research Foundation:

Measures for Research and Evaluation
in the
English Language Arts
Volume II

The purpose of the editors has been to select and review measurement instruments pertaining to all aspects of research and evaluation in the English language arts, e.g. language and language development, literacy, literature, reading (including comprehension, teacher-pupil interaction, etc.), writing, and teacher knowledge and attitudes. In order to make some of the actual instruments reviewed more readily available, the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS) has cooperated with the editors by processing selected instruments into the ERIC system (see the 42 documents assigned Clearinghouse accession numbers CS 207 904-945).

CS 207836

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Category: Teacher Knowledge and Attitudes

Title: The DeFord Theoretical Orientation to Reading Profile (TORP)

Author: Diane E. DeFord

Age Range: Adult

Description of Instrument:

Purpose: To differentiate pre- and in-service teachers according to their theoretical orientation to reading.

Date of Construction: 1979

Physical Description: The instrument consists of twenty-eight items reflecting practices and beliefs about reading instruction. Each item is responded to on a five-point Likert scale indicating strength of agreement with the statement (strongly agree to strongly disagree). The instrument necessitates a forced response and although an individual's belief system may fall anywhere along the continuum (as indicated by the scale), there are three major clusters of orientations which may be called Phonics (smaller than word emphasis), Skills (whole words with multiple skills for dealing with this unit), and Whole Language (larger than word segments). The resulting score is a general indicator of the respondent's orientation. A score within the lower range (0-65) would indicate a phonics orientation; within the middle range (65-110) toward skills; and within the high range (110-140) toward whole language. The instrument takes between 20-30 minutes to administer. Sample items:

A child needs to be able to verbalize the rules of phonics in order to assure proficiency in processing new words.	1 SA	2	3	4	5 SD
It is a good practice to correct a child as soon as an oral reading mistake is made.	1 SA	2	3	4	5 SD

Validity, Reliability, and Normative Data:

The instrument was subjected to a pilot study and was reviewed by professionals in the field prior to final rewrite. Validity and reliability data were obtained by securing data about the construct (teachers' belief patterns) from a number of sources. The first was to administer the TORP to 90 teachers identified by educators familiar with their teaching (30 phonics, 30 skills, 30 whole language). Teacher responses by group did reflect differences in means supporting different profiles for each group, and the readability coefficient was reported as a .98 across the three different groups. Factor analysis produced one factor which accounted for 94.5 percent of the variance, from which it can be inferred that the TORP is a one-factor test measuring instruction in reading characterized by a continuum from isolation to integration of language.

The second step involved teacher observations (N = 14), by trained observers (n = 4). After observing a teacher, each observer responded to the TORP so as to reflect the teacher's orientation. The teachers responded to the instrument also. The teacher/observer overall correlation with a Spearman Rho rank order correlation was .859 ($p < .001$). This correlation was based upon a rank ordering of teacher total score with observer total score across the fourteen teachers.

Step three utilized a pre-post test analysis from an undergraduate methods course in reading and language arts instruction (N = 20). A t - value of 15.05 for 28 degrees of freedom ($p < .01$, two-tailed) indicated a significant change toward the instructor's theoretical orientation.

The final step in the validation process required judges (N = 3) who were in charge of teachers in practicum settings to respond to the TORP in three different ways. They were asked to reflect the responses of a phonics, then a skills, and finally, a whole language orientation. The comparison of the judges' responses resulted in a Kendall's W of .83 and a chi-square of 205.65 with 83 degrees of freedom which was significant beyond the .001 level.

Related Documents:

DeFord, Diane E. "A Validation Study of an Instrument to Determine a Teacher's Theoretical Orientation to Reading Instruction." Doctoral dissertation, Indiana University, 1979.

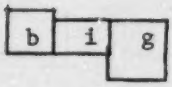
The DeFord
THEORETICAL ORIENTATION TO READING PROFILE
(TORP)
3/78

NAME_____

Directions: Read the following statements, and circle one of the responses that will indicate the relationship of the statement of your feelings about reading and reading instruction. SA 2 3 4 SD (select one best answer that reflects the strength of agreement or disagreement.

1.	A child needs to be able to verbalize the rules of phonics in order to assure proficiency in processing new words.	1 2 3 4 5 SA SD
2.	An increase in reading errors is usually related to a decrease in comprehension.	1 2 3 4 5 SA SD
3.	Dividing words into syllables according to rules is a helpful instructional practice for reading new words.	1 2 3 4 5 SA SD
4.	Fluency and expression are necessary components of reading that indicate good comprehension.	1 2 3 4 5 SA SD
5.	Materials for early reading should be written in natural language without concern for short, simple words and sentences.	1 2 3 4 5 SA SD
6.	When children do not know a word, they should be instructed to sound out its parts.	1 2 3 4 5 SA SD
7.	It is a good practice to allow children to edit what is written into their own dialect when learning to read.	1 2 3 4 5 SA SD
8.	The use of a glossary or dictionary is necessary in determining the meaning and pronunciation of new words.	1 2 3 4 5 SA SD
9.	Reversals (e.g., saying "saw" for "was") are significant problems in the teaching of reading.	1 2 3 4 5 SA SD
10.	It is a good practice to correct a child as soon as an oral reading mistake is made.	1 2 3 4 5 SA SD
11.	It is important for a word to be repeated a number of times after it has been introduced to insure that it will become a part of sight vocabulary.	1 2 3 4 5 SA SD

12.	Paying close attention to punctuation marks is necessary to understanding story content.	1 2 3 4 5 SA SD
13.	It is a sign of an ineffective reader when words and phrases are repeated.	1 2 3 4 5 SA SD
14.	Being able to label words according to grammatical function (nouns, etc.) is useful in proficient reading.	1 2 3 4 5 SA SD
15.	When coming to a word that's unknown, the reader should be encouraged to guess based upon meaning and go on.	1 2 3 4 5 SA SD
16.	Young readers need to be introduced to the root form of words (run, long) before they are asked to read inflected forms (running, longest).	1 2 3 4 5 SA SD
17.	It is not necessary for a child to know the letters of the alphabet in order to learn to read.	1 2 3 4 5 SA SD
18.	Flashcard drill with sightwords is an unnecessary form of practice in reading instruction.	1 2 3 4 5 SA SD
19.	Ability to use accent patterns in multisyllable words (pho´ to graph, pho tog´ ra phy, and pho to graph ic) should be developed as a part of reading instruction.	1 2 3 4 5 SA SB
20.	Controlling text through consistent spelling patterns (The fat cat ran back. The fat cat sat on a hat) is a means by which children can best learn to read.	1 2 3 4 5 SA SB
21.	Formal instruction in reading is necessary to insure the adequate development of all the skills used in reading.	1 2 3 4 5 SA SD
22.	Phonic analysis is the most important form of analysis used when meeting new words.	1 2 3 4 5 SA SD
23.	Children's initial encounters with print should focus on meaning, not upon exact graphic representation.	1 2 3 4 5 SA SD

24.	Word shapes (word configuration,  should be taught in reading to aid in word recognition.	1 2 3 4 5 SA SD
25.	It is important to teach skills in relation to other skills.	1 2 3 4 5 SA SD
26.	If a child says "house" for the written word "home," the response should be left uncorrected.	1 2 3 4 5 SA SD
27.	It is not necessary to introduce new words before they appear in the reading text.	1 2 3 4 5 SA SD
28.	Some problems in reading are caused by readers dropping the inflectional endings from words (e.g., jumps, jumped).	1 2 3 4 5 SA SD

ADMINISTRATION

Because of the nature of this instrument, forced response is necessary.Consequently, any person responding to the TORP should be cautioned to answer to each statement. The scale of one to five corresponds to a continuum of response from strongly agree (1) to strongly disagree. Each respondent should consider the strength of agreement or disagreement and mark one of the numbers indicating the relationship of the statement to their feelings about reading and reading instruction. If the instrument is to be used as a pre-post test, it should be administered before there is any instructional effect. Administration time: 20-30 minutes.

SCORING

TOTAL SCORE--If the user prefers to obtain a total score on the TORP, the following procedure can be followed. For each item response listed below, the respondent is to receive five points.

ITEM 1	SD (5)	=5 pts.	ITEM 15	SA (1)	=5
ITEM 2	SD (5)	=5	ITEM 16	SD (5)	=5
ITEM 3	SD (5)	=5	ITEM 17	SA (1)	=5
ITEM 4	SD (5)	=5	ITEM 18	SA (1)	=5
ITEM 5	SA (1)	=5	ITEM 19	SD (5)	=5
ITEM 6	SD (5)	=5	ITEM 20	SD (5)	=5
ITEM 7	SA (1)	=5	ITEM 21	SD (5)	=5
ITEM 8	SD (5)	=5	ITEM 22	SD (5)	=5
ITEM 9	SD (5)	=5	ITEM 23	SA (1)	=5
ITEM 10	SD (5)	=5	ITEM 24	SD (5)	=5
ITEM 11	SD (5)	=5	ITEM 25	SD (5)	=5
ITEM 12	SD (5)	=5	ITEM 26	SA (1)	=5
ITEM 13	SD (5)	=5	ITEM 27	SA (1)	=5
ITEM 14	SD (5)	=5	ITEM 28	SD (5)	=5

140 Total Points

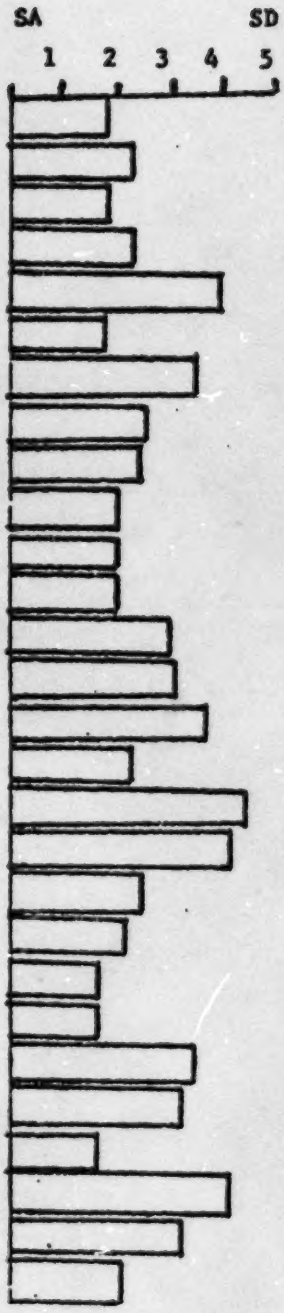
Except for Items 5, 7, 15, 17, 18, 23, 26, and 27, each response receives the value of the item response. For the other items a recode system

must be imposed so that a response of 1 receives 5 points; a response of 2 receives 4 points; a response of 4 receives 2 points; and a response of 5 receives 1 point (only on Items 5, 7, 15, 17, 18, 23, 26 and 27).

The resulting score is a general indicator of the respondents theoretical orientation. A score within the lower range (0-65) would indicate a phonics orientation; within the middle range (65-110) toward skills; and within the high range (110-140) toward whole language. Those scores falling near division points can be interpreted by referring to the pattern of responses on key items reflective of the particular orientations. A concentration on exactness in reading, with more emphasis on phonics and controlled spelling patterns, or not teaching to multiple skills such as word configuration, glossary, and structural analysis by word repetition would more closely represent a phonics orientation. On the other hand, less concern with phonic analysis as the most important strategy, introduction of words before instruction and concern for multiple skills (word configuration, glossary, syllabication, root forms) and contextual and picture cues while maintaining concern for exactness would indicate a skills orientation. Finally, no isolated skills instruction, with concern for meaning and natural language requiring less exactness in reading would indicate a whole language orientation.

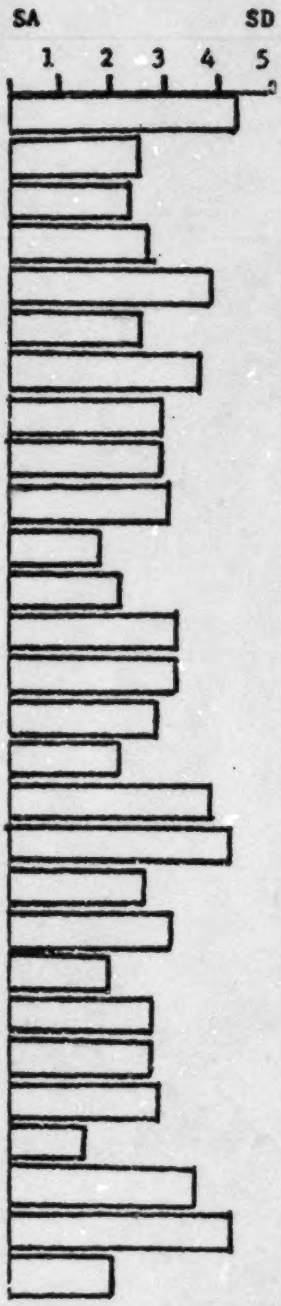
The following profiles may also be used for comparison. Those pattern of responses most closely corresponding to the specific profile would generally classify the respondent as to a phonics, skills or whole language orientation.

PHONICS PROFILE



1. A child needs to verbalize the rules of phonics in order to assure proficiency in processing new words.
2. Increase in reading errors/decrease in comprehension...
3. Dividing words into syllables is helpful practice.....
4. Fluency and expression indicate good comprehension.....
5. Materials written in natural language (not controlled).
6. Instruct to sound out the parts of words.....
7. Good practice to read in dialect when learning to read.
8. Use of glossary is necessary for meaning and pronun....
9. Reversals are a significant problem.....
10. Good practice to correct as soon as mistake is made....
11. Word repetition is important for sight vocabulary.....
12. Necessary to pay close attention to punctuation.....
13. Ineffective to repeat words and phrases.....
14. Labeling words as to grammatical function is useful....
15. Guess based upon meaning and go on.....
16. Introduce root form before inflected forms.....
17. Not necessary to know letters of the alphabet to read..
18. Not necessary to practice with flash cards.....
19. Develop ability to use accent patterns in reading.....
20. Control text by consistent spelling patterns to learn..
21. Formal instruction necessary to develop skill.....
22. Phonic analysis most important strategy.....
23. Initial encounters focus on meaning not exactness.....
24. Word shapes should be taught to aid recognition.....
25. Teach skills in relation to other skills.....
26. Leave "house" for "home" uncorrected.....
27. Not necessary to introduce words before reading.....
28. Problems are caused by dropped inflectional endings....

SKILLS PROFILE



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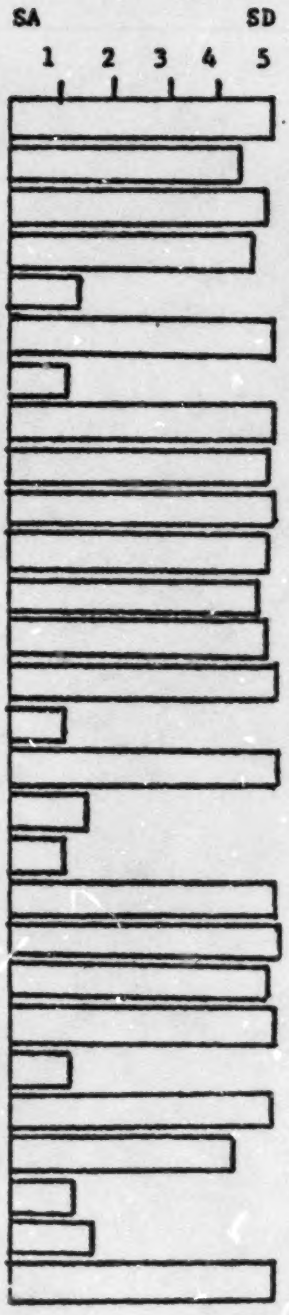
26. Leave "house" for "home" uncorrected.....
27. Not necessary to introduce words before reading.....
28. Problems are caused by dropped inflectional endings....

WHOLE LANGUAGE PROFILE



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2. Increase in reading errors/decrease in comprehension...
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4. Fluency and expression indicate good comprehension.....
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